

Motives to Practice Physical Education and Sports Activities among Pupils of The Final Sections in Secondary Education

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Abstract

This study aims to find out "Motives to practice physical education and sports activities among pupils of the final sections Of secondary education". It tried to answer at some questions regarding the pupils' differences in respect to sexual variation. This study chose "attitude scale to words physical activity " who discovered it "keynon" and translate it " mohamed assen aalaoui". This search was practiced at choice formed 240 pupils (male and female) secondary school - jijel city .There after distributed and gathered the questionnaires and presenting , and recording the consequence for know the statistic differences between scientific pupils and literary pupils. The results also showed that there were statistically significant differences among students for a changing sex, but as a relative and this in all dimensions studied.

Key words: *Motives, Physical Education and Sports Activities, Pupils of the final sections of secondary education*

Introduction

The Renaissance and the development of science and technology in the modern world, has made human slave to many of the techniques, For the purpose of carrying out vital duties easily and complete freedom, but as technology has evolved as the freedom of man made a formal, Shows an imbalance in the balance, human becomes tired in his desires for himself in the entertainment and the pace of everyday life burdensome.

This is what makes the individual on the verge to practice physical education and sports, it ensures the right balance and harmonious coexistence with the outer perimeter of its source virtuous behaviors gives him the opportunity to effective integration (Al-khawli,2000, p.27). Physical education and sports in the eyes of some people still just a game to entertain a waste of time and not be included in the educational field. However, the government in recent years gave careful attention for physical education and sport, and so to reconsider many of the instructions, whether relating to exemptions or facilities and means, and as well as inclusion in the public examinations (baccalaureate) certificate.

Given the developments in the fields of education and science of teaching, it was necessary to develop a new curriculum for the subject of physical education and sports, so keep pace with developments in the world in general and the Algerian community in particular. (Ministry of National Education, 2006, p.05)

As the students in secondary education is going through transformations physiological, morphological, psychological and social, the educational curriculum to make it the focus of the educational process, interested in everything related to the characteristics of growth, previous experience, aptitudes, trends, inclinations and motivations (Aissioui, 1990, pp.38-37).

The latter any "motivation" is the motor behind the behavior of the individual, there is more than one reason behind every behavior, these reasons are related to the status of individual internal time the behavior occurs on the one hand and environment variables on the other hand, in the sense that we cannot predict what may be carried out by an individual in each position of the positions as we know cues alone environment and its impact on the nervous system, but does not need to know anything about the condition of the Interior, as if we know their needs and tastes and trends, and seeks to achieve the objectives. Refers (Allawi, 1998) that sports motives characterized diversity and multiple manifestations, and this is mostly due to differences in the quality of sports activities practiced by the individual as well as differences in the mechanism to achieve goals through sports practice, where the motives of sports can be identified as a result of interaction personal and environmental factors that are sometimes exposed to tweaking when the individual continues to exercise this activity for a long period of time, despite the differences in the view of some scholars in the field of sports psychology in the interpretation of the concept of sports motivation, but there is almost an agreement among themselves about the role of motives in moving behavior and guidance.

Problematic Statement

The argument Sayings in the Western Heritage "You can lead a horse to the river, but you can not force him to drink." Reflect clearly the importance of motivation in physical and sports activities. This argument can be transferred to the field of education, as a professor of physical education and sports can lead the pupils to a particular physical activity, but can not force him to the maximum possible effort instead, because the pupils lacks motivation in order to exercise this activity.

The motives of physical education and sports activities are of great importance to physical education teachers, as well as specialists in the field of sports psychology, because of which it can learn about different behaviors of the student, as well as the knowledge of his character clearly. Also, find out the motives of the student facilitates professor of physical education and help to guide and adjust the behavior of the individual as attitudes and appropriate conditions, because there is who known motives as "latent energies in the neighborhood that you pay for a particular behavior in the outside world object, and these energies are that shape the organism its goals and objectives to achieve best adapted possible with the external environment (1985, p.58 Zidane)

Among the most exciting and fun educational subjects we find the subject of physical education and sports, where we find the students feel a sense of freedom and fun and continuous movement, this is what helps to persevere and work longer, Osama kamel ratted say "which indulges person entirely in the activity, and lose sense of time, and feel that everything is going properly, it is tedious or concern, and this experience is very focused and a sense of control of the sport itself and the surrounding environment. (Ratteb, 1997, p.85)

The multiplicity of physical education and sport activities during a lesson physical education and sports is what makes multiple and complex motivations practice, though the professor of physical education and sports must know the most important motives pupil about the practice, even if temporary or short-term, because it is a way to reach the goals and educational purposes the finest and highest (Allawi, 1992, p.161). In light of the cultural and social changes mentioned above, and the emergence of the program and a new educational curriculum. To study this problem necessitated we ask the following questions:

Are there differences in the motives of the practice physical education and sports among science pupils at variable depending on the sex?

Objectives of the study

The study aims to identify:

Differences in the motives of the practice physical education and sports among pupils depending on the variable area of study.

Differences in the motives of physical education and sports among pupils according to gender.

Hypotheses

No statistically significant differences among scientific pupils in motives of practice physical education and sports depending on the variable sex.

No statistically significant differences among literary pupils in motives of practice physical education and sports depending on the variable sex.'

Terms of the Study

Physical education and sports: It can be said that physical education and sports as an essential part of the public education aiming the formation of the individual physically and cognitively and socially and psychologically through physical activities and various motor and also in order to achieve a particular goal.

Motives: It is the case raises tension behavior and move in certain circumstances, notification and affect it, and is an exciting internal composition of a supposedly can't be observed directly, but infer it from the behavioral effects that lead to it.

Pupils of the final sections of secondary education: mean pupils the final sections of secondary education, pupils will do baccalaureate exams, and may cite scientific pupils, and literary pupils.

The limits of the Study:

Objectivity: This study falls within the framework of research in the field of physical education and sports. However, the related field of education, as well as in the field of sports psychology. Geographic: Find community belongs to the province of Jijel exactly secondary schools to the city of Jijel. Human: Find community consists of pupils'final sections (17.18 and 19 years) of both sexes, and two divisions in two different scientific Division and literature. Distributors at six high schools numbering 2579 pupils.

Method

Study Methodology: Depending on the subject of this study and taking into account the resources available and the time of the study, as well as the selected sample size we see that the descriptive and analytical approach is the right approach for our study. Since this approach is an analytical process to collect issues surrounding the subject of Search.

The study sample: It had selected 240 pupils 15% of the total number of pupils attending in secondary schools city of Jijel and divided the research community to six layers depending on the number of any other secondary school that used a random sample stratified sense. This gives more opportunity for the distribution of the sample on each secondary school. After determining the sample each layer members have to withdraw units of each layer wildly simple, taking into account gender, academic specialization.

Table 1: The distribution of the study's sample on the secondary schools

Division of society on layers	Identify the elements of each layer	Determine the sample size for each layer%	Determine the members of each sample
Secondary	The number of pupils in every secondary	$\% \text{ Each secondary} = \frac{\text{the number of pupils} \times 100}{\text{The total number of pupils}}$	$\frac{\%}{100} \times \text{number of respondents}$
El-kandi secondary	606	23%	60
Tarkhouch secondary	563	21%	52
Bouraoui secondary	468	18%	44
Kaoula secondary	428	16%	40
8 th may secondary	290	11%	28
Med elsadak secondary	224	08%	20
Total	2579	99.60%	240

Measuring tool: We decided to measure trends have about physical activity, which was originally set up "GERALD KENYON" and restart the Arab image "Mohammad Hassan Allawi," a scientific tool for research and this because of the nature of our subject the allotted time (Allawi, 1998, p.444).

Preparation and design of the scale method: Within the framework of theoretical and experimental studies could " KENYON " that defines six dimensions of attitudes towards physical activities of these dimensions Includes of 54 words and in the following manner:

- 1- Physical activity as the expertise of social (social motivations)
 2. physical activity for health and fitness (fitness and health motives)
 3. physical activity as an experience and the tension and the risk of (the motives of tension and risk)
 4. physical activity as an experience aesthetic (artistic aesthetic motives)
 5. physical activity as an experience reduced tension (psychological motives)
 6. physical activity as an experience for Sports Excellence (motives for Sports Excellence)
- (Allawi, 1998, pp.444-445)

Believe scale: This is the true measure of it has been confirmed that in the Arab environment and exactly in the Egyptian environment, using logical honesty of phrases after each of the scale dimensions by 20 experts between professors and assistant professors' faculties of Physical Education. On the grounds that high frequencies phrases on each dimension of the six measurement dimensions, which indicate the rulers' agreement by 75% or more logically it honest to represent this dimension. The results that the availability of content sincerity terms measure the dimensions indicated (Allawi, 1998, p.448)

Maintaining the dimensions of the scale items and after consulting some professors' physical education and sports at the University of Constantine, who showed some observations we have changed a few simple phrases serve our search terms, taking into account these observations and important points.

Stability testing: It has been found reliability coefficients scale image of the Arab in a way re-testing two weeks after 50 students from the faculties of Physical Education in Alexandria - Helwan University and reliability coefficients ranged between 0.79 and 0.91 for females students and 0.78 and 0.82 for students (Allawi, 1998, p.448)

This study has to apply the test on a sample of 80 pupils (male and female) moderately distributed as follows: 40 pupils of a scientific specialization 20 male and 20 females. Pupils of literary specialization 20 male and 20 females. after two weeks of doing re-test to the same group in the same circumstances.

After getting results and by using a link "Pearson" coefficient and after the disclosure in the implications of correlation coefficient table at the significance level (0.01) and the degree of freedom 38 found that the calculated values are limited between 0.70 and 0.98 which is the largest of the tabular value (0.46), which confirms that the test possess a degree high stability. Statistical treatment: It was used the percentage and SPSS system.

Results:

The first hypothesis: No statistically significant differences among scientific pupils in motives of practice physical education and sports depending on the variable sex.

Compared to the test results by "T"

Table 2: The descending order of the motives of the practice physical education and sports for scientific males and females according to test "T."

Dimensions •	Measure pupils	Degree of freedom	Arithmetic averages	Standard Deviation	"T" Calculated	"T" Tabulated	level of significance	Significance
Social motives	Males females	118	28.46 28.61	05.06 05.29	0.16	01.98	0.05	not significant
fitness and health motives	Males females	118	43.70 42.15	04.00 04.72	02.03	01.98	0.05	Not significant
motives of tension and risk	Males females	118	43.70 42.15	04.00 04.72	0.74	01.98	0.05	not significant
artistic and esthetic motives	Males females	118	30.35 33.81	06.24 06.80	03.06	01.98	0.05	Statistically significant
psychological motives	Males females	118	39.41 35.85	05.60 05.60	03.70	01.98	0.05	Statistically significant
motives for Sports Excellence	Males females	118	29.95 28.75	04.02 04.73	01.57	01.98	0.05	Statistically significant

Compared to the test results by percentage.

Table 3: The descending order of the motives of the practice physical education and sports for scientific males and females according to percentage

Ranking	Dimensions	Males	Dimensions	females
1	fitness and health motives	22.60%	fitness and health motives	22.00%
2	psychological motives	20.40%	psychological motivations	18.80%
3	Artistic esthetic motives	15.70%	Artistic and esthetic motives	17.70%
4	motives for Sports Excellence	15.50%	Social motives	15.48%
5	Social motives	14.74%	motives for Sports Excellence	15.00%
6	motives of tension and risk	11.00%	motives of tension and risk	10.84%

The second hypothesis: No statistically significant differences among literary pupils in motives of practice physical education and sports depending on the variable sex.

Compared to the test results by "T."

Table 4: Descending order the motives of the practice physical education and sports for males and females literary by "T."

Dimensions •	Measure	Degree of freedom	Arithmetic averages	Standard Deviation	"T" Calculated	"T" Tabulated	level of significance	Significance
	pupils							
Social motives	Males females	118	27.75 28.65	04.23 04.92	01.12	01.98	0.05	not significant
fitness and health motives	Males females	118	40.55 43.30	05.68 05.04	02.95	01.98	0.05	Statistically significant
motives of tension and risk	Males females	118	22.53 19.26	05.40 04.86	03.67	01.98	0.05	Statistically significant
Artistic and esthetic motives	Males females	118	22.53 19.26	05.40 04.86	03.67	01.98	0.05	Statistically significant
psychological motives	Males females	118	34.20 38.10	05.47 05.81	03.97	01.98	0.05	Statistically significant
motives for Sports Excellence	Males females	118	28.79 27.46	04.76 04.03	03.01	01.98	0.05	Statistically significant

Compared to the test results by percentage.

Table 5: Descending order of the motives of the practice physical education and sports for males and females literary according to the percentage

Ranking	Dimensions	Males	Dimensions	females
1	fitness and health motives	22.60%	fitness and health motives	22.00%
2	psychological motives	20.40%	psychological motives	18.80%
3	Artistic and esthetic motives	15.70%	Artisticand and esthetic motives	17.70%
4	motives for Sports Excellence	15.50%	Social motives	15.48%
5	Social motives	14.74%	motives for Sports Excellence	15.00%
6	motives of tension and risk	11.00%	motives of tension and risk	10.84%

Discussion

The first hypothesis: Through the results shown in Tables number "02-03" it shows that there are statistically significant differences in the following dimensions: the motives of fitness, psychological motives which is for the benefit of scientific males. aesthetic and artistic motives in favor of females.

This may be due to the great interest which holds male for physical exercises and sports in general. In order male want to obtain a private and strong body and at this stage they reached the degree of maturity of the morphological where their muscles seem strong compared to female body, this is what gives the kind of self-esteem, and therefore the males gets a psychological condition is stable. Especially as they were before suffering from mental disorders because of the physiological and morphological changes that have occurred in them.

The females are more interested in artistic and aesthetic movements that require the agility and flexibility, and so unintentionally appearing in good body strength and sound. Results also show that there were no statistically significant differences between male and female scientific in the following dimensions: social motives, motives of risk and tension, and the motives of sport excellence. The reason we have mentioned above is due to the importance of cooperation and the creation of collective discussion and review, as well as the maximum effort in the practice physical education and sports to obtain satisfactory results through sports baccalaureate exam.

The study was agreed with the study " Badran, A. 2003" with regard to the motives of fitness and psychological motives, and aesthetic and artistic motives, as well as the study agreed with the study " Al-mala, SH. 1997" in terms of social motives and the motives of fitness.By reference to the second hypothesis there "are no significant differences between the scientific pupils in motives practice physical education and sports depending on the variable sex." We find that this hypothesis is realized in the following dimensions: the motives of fitness, psychological motives, artistic and aesthetic motives. The other dimensions have proven the opposite.

The second hypothesis: Findings in the tables "04-05" showing that there was no statistically significant differences between male and female literary in the following dimensions: social motives, and artistic and aesthetic motives. The results also show that there are statistically significant differences between male and female literary in the motives of fitness, the motives of risk and tension, psychological motives and motives of sport excellence.

Despite this difference that exists between the sexes, but the arrangement were similar dimensions. Except the motives of sport excellence and social motives, the study was agreed with the study" Bouadjnak, K. 1998 "in the motives of fitness where ranked first in all of these studies. with some variations in other dimensions. Through the above, this study conclude that the theory, which says "no statistically significant differences among literary pupils in motives practice physical education and sports depending on the variable sex" realized in most dimensions .

Conclusion

Through the presentation of the results compared to a scientific and literary pupils according to gender: There are significant differences between male and female scientific in motives of fitness and

psychological motives in favor of males and artistic and aesthetic motives in favor of females. And social motives and motives of risk and tension and motives of sport excellence were common. There are significant differences between male and female literary pupils in motives of tension and motives of Sports Excellence in favor of males and motives of fitness and psychological motives in favor of females. They shared social motives, artistic and aesthetic motives.

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